



DISTRICT OF COLUMBIA  
PUBLIC SCHOOLS

August 2011

# Local School Advisory Team Workshop

Office of Family & Public Engagement  
Office of School Performance and Restructuring



## Workshop Overview

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- Responsibilities of the LSAT
- The Comprehensive School Plan (CSP)
- Working Session
- Proposed Future Workshops

## Workshop Outcomes

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- A clear understanding of the responsibilities of the LSAT
- A clear understanding of the Comprehensive School Plan (CSP) and the iCSP, an online tool to help track school improvement progress, and
- An opportunity to work with data to familiarize your team with the essential improvement needs of your school and explore improvement strategies.

## LSAT Responsibilities (Purpose)

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- Advise the principal on priorities and goals;
- Work with the principal on developing the local Comprehensive School Plan, including the supporting budget;
- Review data in order to be informed about school needs and trends;
- Keep updated on the implementation of the local Comprehensive School Plan;
- Use assessment results to develop specific strategies for research-based school improvement;
- Align strategic and specific goals and DCPS objectives.

## Specific Areas of Advisement

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- Allocation of school resources
- Organization of the school
- Curriculum options, including special or supplementary course offerings and specialized
- Research-based instructional strategies
- Budget decisions
- Priorities and considerations for staffing patterns and the selection of personnel
- Monitoring overall student progress
- School culture
- Family engagement

# LSAT Membership

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- 1 WTU Building Representative or designee
- 4 Teachers, elected by the ET-15 and EG-09 teachers
- 4 Parents *who have children currently enrolled in the school*, elected by the parents
- 1 Parent Group Leader (of PTA, PTO, PTSA, HSA, or other such group) or designee *who has children currently enrolled in the school*
- 1 Non-Instructional local School Staff Member, elected by non-instructional school staff
- 1 Student (in high schools, and optional at other levels)
- 1 Community Member who is a resident of the local school's boundary

If all members of the Local School Advisory Team and the principal agree that additional members are essential to include the diversity of the school community, they can expand the LSAT to 15.

- The Principal cannot be a member of the LSAT.

# Principal's relationship with the LSAT

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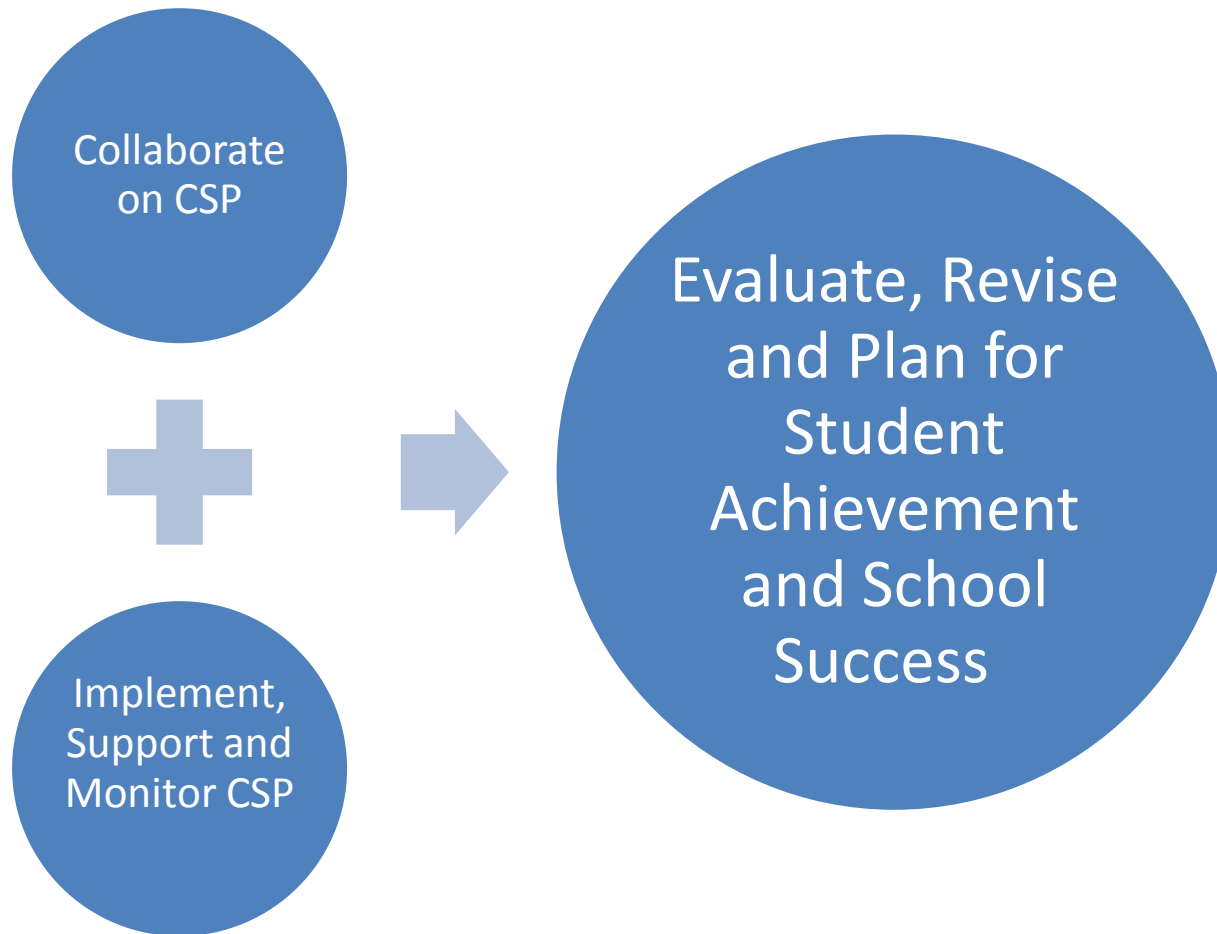
The principal or his or her designee shall:

- attend all Local School Advisory Team meetings;
- work with the Chair on logistics, meeting planning and agenda creation;
- ensure elections are held during the election window time period;
- provide copies, in as timely a manner as possible, of all material--data, budgets, DCPS school policies and mandates to the LSAT--necessary for the team to make an informed recommendation to the principal.
  - Individual student data or personnel information shall not be shared as it must be kept confidential;
- use school communication channels to support LSAT activities and elections;
- ensure that all stakeholders (parents, teachers, students, and community members) are respected and made to feel welcome to participate on the Local School Advisory Team, and
- promote an atmosphere of inclusion, with dialogue focused on successful research-based approaches that benefit *all* students.



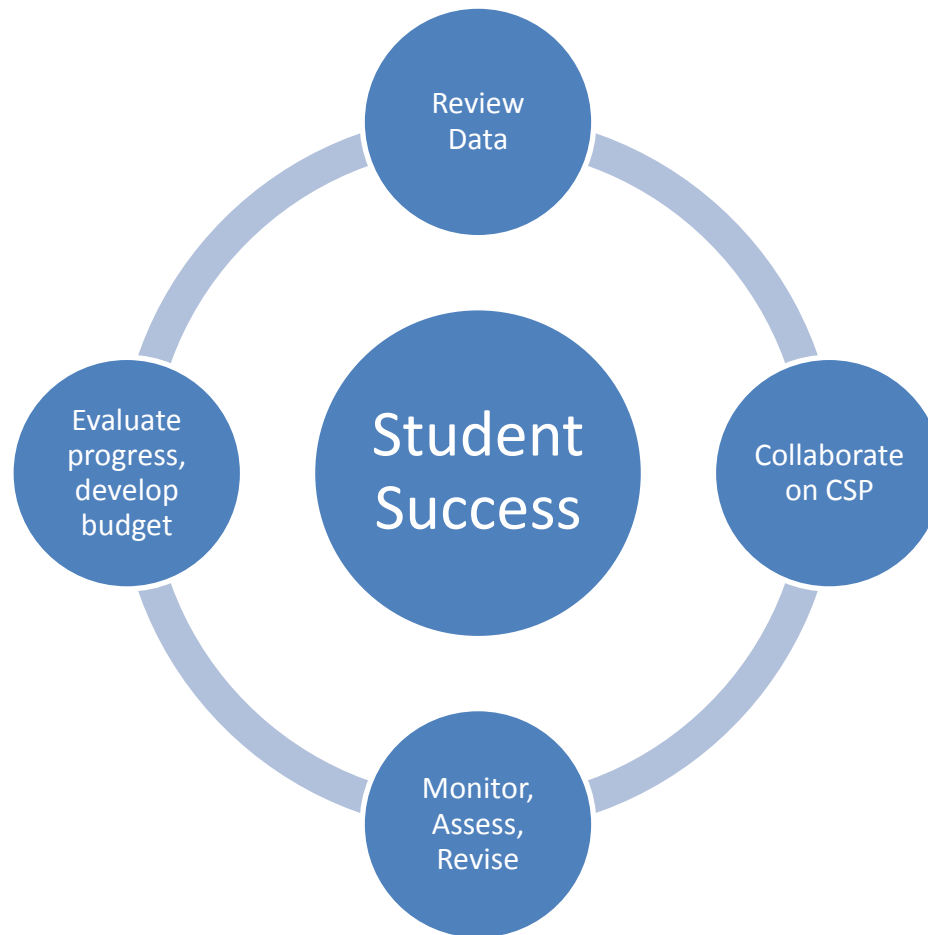
## LSAT and Principals (and other stakeholders)

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## Quick Recap

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# Comprehensive School Planning Process

## What is the Comprehensive School Plan?

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The Comprehensive School Plan (CSP) is a two-year school improvement plan that identifies the top three goals, targets, strategies and action steps that a school will undertake to advance its student achievement priorities.

## The CSP aims to address the following questions:

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- What research-based strategies, aligned with the DCPS Effective Schools Framework, the Teaching and Learning Framework, and Management Team priorities will support a school's student achievement priorities?
- What performance indicators will be used to measure the effectiveness of these strategies?
- How will a school use its Title I funds to address the required elements of a Title I School wide or Targeted Assistance program to improve student achievement?

# Components of the CSP

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## ***School Information***

Identify the members of the school's improvement planning team, the Local School Advisory Team (LSAT). Accept or update the pre-populated school information, including schoolwide improvement programs, academic intervention programs and the sample Parent-Student-School Compact.

## ***Needs Assessment***

Conduct a root cause analysis of DC-CAS results and other student achievement data to determine school improvement priorities for achieving AYP and/or increasing Advanced student performance.

# Components of the CSP

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## ***Goals and Metrics***

Define three goals that address the school improvement priorities listed in the Needs Assessment. One goal must be an ELA DC CAS gain goal and another one must be a Math DC CAS gain goal. The third CSP goal is school-defined. It may reflect any summative metric from the SPDI drop down menu in iCSP. For each of the three CSP goals, select at least two progress metrics from the SPDI drop down menu that measure progress against the goals.

The CSP ELA and Math goals represent two of the three leadership performance goals that Principals establish with the Chancellor. Principals' third Chancellor goal is a school-specific, student achievement metric. It may be selected from the third CSP goal or any of the CSP metrics, if they are included in the approved list of Chancellor metrics in iCSP.

## Components of the CSP

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### ***Targets***

Analyze historical data in SPDI to define rigorous, yet reasonable end of year targets for the three goals, as well as midyear and end of year targets for the progress metrics. The ELA and Math DC CAS gain targets are pre-populated for schools in NCLB Needs Improvement status. Schools that are not in an Improvement Status may select alternate DC CAS gain targets. This process should incorporate the input of the Local School Advisory Team (LSAT), Instructional Superintendent and Chancellor.

### ***Family Engagement Plan***

Schools are required to develop and implement a Family Engagement plan (FEP), which is integrated in the CSP. The FEP is pre-populated with three required family engagement strategies that contribute to the achievement of school's three priority goals. Schools need only to define their action plan for implementing the strategies.

# Components of the CSP

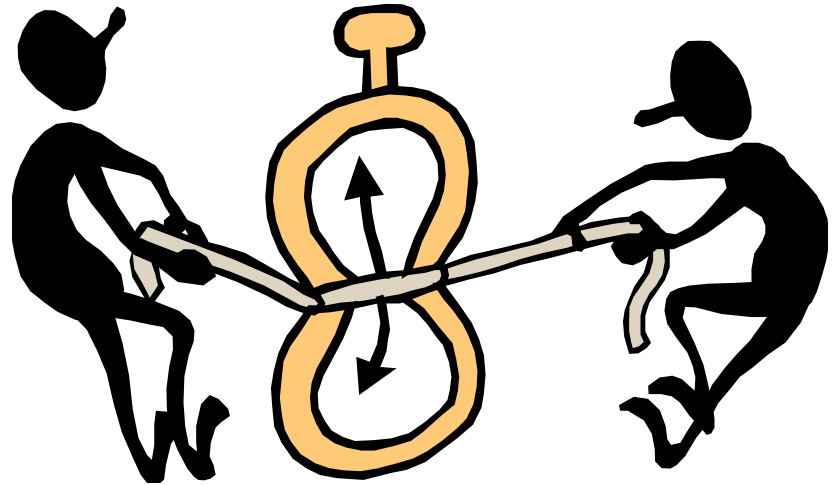
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## ***Strategies and Action Plan***

Incorporate the input of the LSAT to define school strategies that will be implemented to achieve the three priority goals. District-mandated strategies are pre-loaded in schools' CSPs. Schools may select additional strategies from the applicable drop down menus in iCSP or craft their own. Define action steps for each strategy that describe what, who and when activities will be completed through the first Professional Development (PD) day on October 14, 2011. The action plans will be updated after each PD Day. Be specific in assigning responsibilities and include progress monitoring checkpoints to leverage successes along the way.

## The New and Improved CSP: Simpler

- Sleeker, easier iCSP
- More automation: dropdown boxes, auto-filled information; thinking prompts
- Fewer requirements: targets and strategies



We have simplified the tool to facilitate focused, productive, and collaborative conversation to improve student achievement.

## Key dates for the CSP

TASK	DUE DATE
Draft CSP Needs Assessment and Goals (prep for LSAT)	June –July 2011
CSP Technical Assistance Sessions for LSATs	August 2011
Develop CSP Targets, Strategies and Action Plans with LSAT	July 25-September 15, 2011
<b>Chancellor Goal-Setting Meetings with Principals</b>	<b>Beginning August 8, 2011</b>
<b>Superintendent-approved CSPs due in iCSP (<a href="https://octo.quickbase.com">https://octo.quickbase.com</a>)</b>	<b>September 19, 2011</b>
Mid Year Progress Monitoring	January 9-27, 2012

## Schoolwide and District Initiatives/Programs

### New for SY2011-12

- Collaborative and Individual Learning Cycles
- Increase Literacy achievement
- Increase Effectiveness Data Cycles
- Family Engagement Plan
- Teacher-Assessed Student Achievement Data (TAS)

### Existing

- Chancellor's goals
- IMPACT and school-wide TAS strategies
- Title I strategies
- School restructuring strategies
- Family engagement strategies
- School model strategies (FSS, SAM, Catalyst, IB, Dual Language, Montessori, Autonomy, DC Collaborative for Change)

## Proposed Future Workshops

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- Understanding Data Sources
- Decision-making Tools
- DCPS Budget 101
- Suggestions?

## Contact US

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